1. **Title of the module**

ECON8400 (EC840) Sustainable Economic Growth and Environmental Valuation

1. **School or partner institution which will be responsible for management of the module**

School of Economics

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

This is a compulsory module for the:

* MSc Development Economics

and optional module for

* MSc Economics
* MSc Economics and Econometrics
* MSc International Finance and Economics

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1. Develop strong ability to construct complex economic arguments related to sustainable economic growth and environmental valuation in developing economies context.

8.2. Become familiar with rigorous tools of theoretical analysis and empirical modelling used in environmental valuation.

8.3. Comprehensively understand monetary techniques commonly used for the economic valuation of environmental impacts and critically evaluate their limitations in a context of a developing economy.

8.4. Show how environmental values can be incorporated into development-stimulating economic decision making at the national and project level.

8.5. Demonstrate critical understanding of the political economy of environmental policy and sustainable growth in developing economies.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1. Write profound and coherent essays and explain complex ideas in terms of intuitive arguments.

9.2 Analyse complex ideas at high level of abstraction and apply them in the problem solving through the use and application of the different models presented.

9.3. Present, communicate and debate analytically challenging models and methods to (with) critical and educated audience.

1. **A synopsis of the curriculum**

Developing economies are confronted with severe environmental problems. This module starts with presenting economic growth models with environmental elements and discusses their properties and implications for long-run sustainable development. It then proceeds by illustrating environmental valuation techniques and showing how these can be incorporated into economic decision-making processes in order to contribute to sustainable economic growth and development. The main emphasis in the module is on the application of environmental economics to help design, implement and evaluate environmental policies in developed and developing economies.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

*Core reading*

* Van den Berg, Hendrik. Economic Growth and Development. World Scientific Publishing 2017.
* Garrod, Guy and Kenneth Willis. Economic valuation of the environment: Methods and case studies. Edward Elgar, 2000.

*Recommended reading*

* Daly, Herman. Beyond Growth: the Economics of Sustainable Development. Beacon Press, 1997.

This list will be augmented by the articles from applied economics journals.

1. **Learning and teaching methods**

*Total contact hours: 24*

*Private study hours:136*

*Total study hours:150*

1. **Assessment methods**

13.1 Main assessment methods:

Essay (1500 words) (20%)

Examination, 2 hours (80%)

13.2 Reassessment methods

*Reassessment Method: 100% Exam*

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | ***8.1*** | ***8.2*** | ***8.3*** | ***8.4*** | ***8.5*** | ***9.1*** | ***9.2*** | ***9.3*** |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| *Lectures* | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Private Study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *Essay* | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| *Examination* | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

1. Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The present module presents case studies from developed and developing countries. This gives the module an international aspect and the opportunity for the students to research environmental studies worldwide. The EVRI database contains projects related to the environment with international coverage.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 27/01/2020 | Minor | January 2020 | 7 | No |
|  |  |  |  |  |

Revised FSO Jan 2018